	Nutrition Education Lesson First Grade (TL-1-5)			
Nutrition constructs	This lesson is designed to increase first graders' knowledge of healthy physical activities and the importance of decreasing screen time.			
Iowa Core	SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C) Ask questions to clear up any confusion about the topics and texts under discussion.			
Supplies needed	Physical Activity Card Set (provided), large tracking grid or chart to display in classroom	Time required	20-30 minutes plus ongoing follow-up	
Lesson	 Begin this lesson by doing a few minutes of physical activity with your students. Choose an activity from the physical activity card set provided. Take the opportunity to remind your students how important it is to be active throughout the day to keep our bodies and minds strong. 			
	2. Review physical activity and screen time recommendations with students. Screen time is any time you spend in front of a TV, computer, or video game. Everyone should be active (heart beats fast and breathing gets faster) for at least one hour every day and we should all spend no more than two hours in front of a screen. An hour is typically two TV shows. Have students stand up and hop in place for the count of 50 and then feel their hearts as a demonstration of how physical activity gets our hearts beating fast.			
	3. Ask students to describe some of their favorite things to do after school - both active and inactive. Write these ideas on the board. Once students have called out ten or more activities, refer to this month's bingo card and walk students through the featured activities. Ask them which of these we should add to our list. What did you do this weekend that was active? If time allows, students can act out what they did like a game of charades.			
	4. Direct students in classifying activities by those that are active and those that are inactive. Something is "active" if it makes your heart beat faster. Ask students which ones are active and put a start next to the actives ones.			
	5. Write down the students' "active" list and put it somewhere kids can see it and keep track this month of how kids are doing with the activities by periodically asking which activities they have done. You can mark students' participation using a star or a check mark. Add new activities to the list by student suggestion throughout the month. Consider using a grid or chart. This type of tracking will encourage students to be conscious of their activity.			